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ABSTRACT

The purpose of this practicum was to comply with the recommendations of the National Council for Accreditation of Teacher Education Evaluation Team by evaluating the competencies developed by the Teacher-Media Librarian Program at Trenton State College. A two-part questionnaire was developed that covered the teacher education competencies and the media librarian competencies of the program. The questionnaire was sent to the 50 graduates of the program from 1973-1975. The data were analyzed by using the mean rating for each competency listed on the questionnaire for evaluation by the graduates. The findings indicated that the graduates felt that both areas of the program more than adequately prepared them to be a teacher or media librarian. However, the graduates identified two teacher education competencies and one media librarian competency as weaknesses within the program. In addition, other competencies in both areas of the program were identified as having great strength within the program. Based on the findings, recommendations were made for correcting the weaknesses that were identified by the graduates. The recommendations concerned changes that should be made in two of the program's courses. A copy of the questionnaire is appended. (Author/RC)

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THE TEACHER-MEDIA LIBRARIAN PROGRAM AT TRENTON STATE COLLEGE: A FOLLOW-UP EVALUATION OF ITS EFFECTIVENESS IN MEETING THE NEEDS OF ITS GRADUATES

SOCIETAL FACTORS

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I. INTRODUCTION

Since 1967, Trenton State College has offered a teacher-media librarian program at the undergraduate level. The purpose of this program has been and continues to be the preparation of students for teaching positions at the elementary level of education and for positions as media librarians at any level of education in the State of New Jersey.

A. COMMUNITY NEEDS FOR THE PROGRAM

The teacher-media librarian program actually occurred as an outgrowth of an undergraduate minor program in library science that had been offered by the college since the late 1950's. The new major program was developed and implemented in 1967 because of a critical shortage of qualified personnel for school libraries in the State. The critical shortage of such school library personnel was revealed by a survey conducted through the State Department's Office of Teacher Education and Certification in 1966.[1] It was hoped that the new program would result in the training of more graduates with teacher-media librarian certification who would be able to meet the needs of this shortage in the State of New Jersey.

B. THE STUDENTS

In addition to meeting the needs of the State, the program actually benefited the undergraduate student by providing an opportunity to achieve a dual major with dual certification. The basic rationale for this dual major was that an individual can and should be prepared to serve his or her community in two professional roles that are related. Also, it was believed that a media librarian who has a teacher education background is

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[1] Teacher Supply and Demand in New Jersey, A Report Prepared by the Office of Teacher Education and Certification and the Office of Statistical Service, State Department of Education, Trenton, New Jersey, August, 1966.

better able to meet the needs of students in the library, media center or learning resources center than a librarian with training only in the area of library science and with little, if any, training in educational media.

With the need and the rationale established, the program was developed to conform to the requirements of the American Library Association and the National Council for Accreditation of Teacher Education standards.

Although the enrollment in this program has been relatively small in comparison to other major programs at the college, it has maintained a steady growth in recent years. Also, the Media Communication Science Department has been extremely successful in the placement of its program graduates in positions for which they were prepared. Many graduates have taken positions as elementary teachers, as elementary teacher-librarians, and as librarians and/or media specialists at all levels of education. Some of the graduates of the program have also continued their education in the field.

C. IMPORTANCE OF THE STUDY

The National Council for Accreditation of Teacher Education evaluated all teacher education programs at Trenton State College in March, 1975. The results of this evaluation as indicated in the N.C.A.T.E. report were favorable concerning all areas of the teacher education programs and full accreditation was granted for an additional 10 years. However, the report, as it referred to the different programs, continuously made recommendations for follow-up evaluations. These follow-up evaluations were emphasized in various sections of the report and appeared as follows:

> "The Team (N.C.A.T.E. Evaluation Team) strongly recommends that a formalized procedure be established to elicit meaningful input from students while they are still in

> the Teacher Education programs and also after they will have graduated."[2]
>
> "Some departments have solicited evaluations by their graduates but information about program and instructional revision to meet their criticisms is not available."[3]
>
> "The Institution has made some efforts to evaluate the students in the basic teacher education programs prior to graduation and after they are employed in their respective fields. This area needs definite attention - an organized program of continuous evaluation - in order to continue to maintain quality programs which produce quality graduates."[4]
>
> "The Team suggests a more coordinated effort on the part of the institution to secure and use input from its graduates regarding the adequacy of the programs to meet their particular needs as practicing teachers and school personnel."[5]

Although the placement record of the teacher-media librarian program graduates seemed to indicate the program's effectiveness as being positive, the N.C.A.T.E. Team seemed to feel that research on the effectiveness of the program as it relates to the needs of the graduates is vital. Only through such continuous evaluation can any unknown weaknesses in the program be exposed and corrected.

II. THE PROBLEM

The major concern of this study was to meet the requests of the N.C.A.T.E. Evaluation Team by evaluating the competencies developed by the teacher-media librarian program. This evaluation was concerned with

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[2] Report of the Visiting Team on Trenton State College, National Council for Accreditation of Teacher Education, Washington, D.C., March 16-19, 1975, p. 20.

[3] Ibid., p. 29.

[4] Ibid., p. 37.

[5] Ibid., p. 15

the effectiveness with which the competencies of the program meet the needs of the graduates. Therefore, the specific purposes of this study were:

A. to identify the competencies developed in both areas of the program in order to develop a questionnaire for surveying the opinions of recent graduates concerning the effectiveness with which the program developed the competencies.

B. to administer the questionnaire to recent graduates in order to survey their opinions concerning the program's effectiveness as measured through the competencies.

C. to analyze and report the results of the follow-up survey and make recommendations concerning the program based on the findings.

III. REVIEW OF THE LITERATURE

An examination of the literature on follow-up studies of graduates revealed many attempts to gain information on the activities, location and status of graduates. However, little evidence was available concerning attempts to receive information for the purpose of program evaluation. Kruech stated that it is unfortunate that follow-up studies are typically conceived as a cursory examination of what graduates are doing one to five years after leaving school. He pointed out that such studies are burdensom , costly and frequently are limited by poor response.[6] However, when a follow-up study is done for the purpose of evaluating a program's effectiveness, it can play an important role in improvement of the program.

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[6]Thomas G. Kruech, A Comparison of Three Methods of Conducting a Follow-Up Study, U. S., Educational Resources Information Center, ERIC Document ED 109 339, April, 1974.

McKinney and Ogleaby pointed out that the follow-up study, at most, can act as a motivating force for change and at the very least it will probably indicate areas requiring change of some sort such as the addition of new programs, deletion of others or revision of existing programs, and thereby it constitutes one of our most valuable techniques for assessing educational system outcomes.[7] Shertzer and England also support the follow-up study technique for the evaluation of programs in their statement that the follow-up study enables the institution to make systematic judgements of the relative adequacy of its programs.[8]

In a paper presented at the annual meeting of the American Educational Research Association in Washington, D. C. in April, 1975, Thomas Kruech stated that to achieve the best results in a follow-up study, one should have an accurate identification of the student population, plan for careful use of clerical personnel and use a goal oriented instrumentation.[9]

In 1974, Harris and Hodgson evaluated the Interdisciplinary Cooperative Education (ICE) approach to cooperative education in 54 schools in Indiana. Data for the study were obtained by means of two mailed instruments: one administered to the 1,032 cooperative education program graduates and the other to their employers. The data received from the respective returns of 59.1 percent and 75.9 percent emphasized the important role of the coordinator in the cooperative education program and the exceptionally high

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[7]Lloyd L. McKinney and Charles Oglesby, Developing and Conducting Follow-Up Studies of Former Students, U. S., Educational Resources Information Center, ERIC Document ED 056 240, September, 1971.

[8]Bruce Shertzer and Joan England, "Follow-Up Data on Counseling Education Graduates - Relevant, Self-Revealing, or What?," Counselor Education and Supervision: VII (August, 1968), p. 363-370.

[9]Kruech, op. cit.

level of acceptance of the cooperative education program method.[10]

A similar study also conducted in 1974 by Ms. Rosa Ann Henry surveyed the 1970 through 1973 graduates of the Springfield High School Vocational Office of Education program in Tennessee. The purpose of the study was to determine from the graduates the specific tasks they performed on their jobs, and the skills and knowledge required, and the education and training needed; to determine from employers of the graduates any weaknesses or deficiencies in skills, knowledge and attitudes of the graduates; and to evaluate the utilization of vocational education training at the high school and make recommendations for consideration in curriculum planning. Sixty percent of the graduates and 82 percent of the employers returned the questionnaire. The results indicated high ratings of the program by the graduates and that the majority of the graduates were employed in occupations directly related to their high school training. The employers rated the overall job performance of the graduates as very good. The recommendations stressed the continuation of program evaluation, further follow-up studies, further communication with business, and improvement of specific areas of training.[11]

In a study to evaluate the Educational Aide Program at Los Angeles City College, Ben Gold sent questionnaires to 246 recent graduates who had been prepared to assist teachers in the classroom, on the playground and in administrative offices. Eighty-one graduates (33 percent) returned the questionnaire, and nearly 90 percent of these respondents indicated that the program

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[10]Robert C. Harris and Carol A. Hodgson, Assessment of Cooperative Education by Former Students and Participating Employers, U. S., Educational Resources Information Center, ERIC Document ED 109 414, 1974.

[11]Rosa Ann Henry, Follow-Up Study of Vocational Office of Education Graduates of Springfield (Tennessee) High School: Final Report, U. S., Educational Resources Information Center, ERIC Document ED 109 397, August, 1974.

prepared them for upper division work and that the A.A. degree increased their skill as a teacher aide.[12]

Although no literature directly related to the evaluation of programs in media or library science were available, a number of follow-up evaluation studies in teacher education were completed in recent years. One such study was G. Thomas Baer's dissertation in which he found that feedback from graduates is being used with increasing frequency as a major source of information for evaluating teacher education programs and that many studies recommend that program evaluations utilize information gathered from graduates.[13] In a subsequent study, Baer and Foster stated that individuals working with teachers-to-be are increasingly assuming responsibility for the performance of their graduates and they are using the perceptions of graduates as a method of measuring their undergraduate teacher education programs.[14]

Using questionnaires in their program evaluation studies, Baer and Foster found several recurring themes or common grievences voiced by graduates. Some of these included the following: (a) courses and experiences that provide opportunities for observing and working with children were valued most highly; (b) student teaching was rated as the course or experience of greatest value; (c) graduates felt completely unprepared for the teaching of ecology, sex education and drug education; (d) the need for more and better instruction in

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[12] Ben K. Gold, Follow-Up of Educational Aide Graduates at Los Angeles City College from 1971 to 1974, U. S., Educational Resources Information Center, ERIC Document ED 101 778, February, 1975.

[13] G. Thomas Baer, "An Evaluation of the Northern Illinois University Undergraduate Elementary Education Program Based on the Opinions of a Selected Group of its Graduates" (unpublished Doctoral dissertation, Northern Illinois University, 1973).

[14] G. Thomas Baer and Walter Foster, Teacher Preparation: What Graduates Tell Us, U. S., Educational Resources Information Center, ERIC Document ED 103 402, 1974.

the teaching of reading, science, and social studies were pronounced; (e) graduates felt better prepared to identify and meet the needs of average students than gifted or slow students; (f) student teaching at more than one grade level would have been of greater value; and (g) graduates felt that only about one-third of their professional education instructors usually used a variety of teaching methods.[15]

Tatar and Tracer conducted a follow-up study at the Master's degree level at Northeastern Illinois University in 1974. They sent questionnaires to 50 graduates of the guidance and counseling program in an effort to determine the effect the program had on their job performance. Among the items on the questionnaire, the most significant of the respondents feelings was that the course work had a definite relationship with their counseling activities, and the majority of the respondents regarded the practicum as the single most valuable course in the program.[16]

A follow-up study of the Division of Education graduates of Indiana University at South Bend was conducted by Judith Redwine in order to collect general background information from the 1967 through 1972 graduates and to obtain an evaluation of the teacher education program. Six hundred and thirty-seven questionnaires were returned from the 860 graduates (74.1 percent return) and the results provided information for improvement of some areas of the teacher education program. Some of the program areas received a rating that was more negative than expected while the student teaching program was rated

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[15] Ibid.

[16] Marina Tatar and Edith Tracer, A Study of Counselors and Their Utilization of Counseling Skills, U. S., Educational Resources Information Center, ERIC Document ED 103 779, December, 1974

more positive than expected.[17]

A similar follow-up study was conducted by Mark Hopkins for the purpose of evaluating the teacher training program in the College of Education at the University of Missouri. Specifically, the study attempted to (a) ascertain if the program provided graduates with adequate preparation for teaching, (b) assess attitudes toward each of 13 education courses, and (c) assess attitudes toward teaching as a profession. A questionnaire was constructed based on interviews with several instructors, and it was sent to 279 subjects selected by random sample from a list of the 1969 College of Education graduates. The findings, based on a 96 percent return of the questionnaires, indicated that most of the graduates were relatively well satisfied with teaching as a profession. The graduates in general felt good about their preparation to work in the classroom, but they expressed concern over the lack of actual experience of working with children. Most of the graduates felt that courses with practical experiences such as student teaching were of most benefit to them. They also felt that more skills related to actual teaching and usage of media were needed.[18]

In a study designed to evaluate the preparation of Industrial Arts graduates at South Dakota University, Kenneth Gifford sent questionnaires to program graduates from 1955 to 1969. Among the findings, the most significant evaluative information was (a) woodworking, cabinet making, carpentry, and engineering graphics were considered to be the most valuable courses;

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[17]Judith A. Redwine, A Follow-Up Study of 1967-1972 Division of Education Graduates of Indiana University at South Bend, U. S., Educational Resources Information Center, ERIC Document ED 088 809, January, 1974.

[18]Mark L. Hopkins, A Follow-Up Study of Recent Graduates of the College of Education, University of Missouri - Columbia, U. S., Educational Resources Information Center, ERIC Document ED 045 584, May, 1970.

(b) professional courses were of some value; (c) science, physical education and mathematics were the most valuable minor courses; (d) improvements are needed in electricity/electronics, plastics, and an expanded metals program is needed; and (e) the program needs to prepare graduates to deal with discipline, organization of course work, record keeping, shop maintenance, and shop finance and budgeting.[19]

Another study which evaluated an industrial arts teacher education program occurred at Peru State College. In this study which was conducted by Donald Weiner, questionnaires were sent to 103 graduates of the program and to the supervisors of the graduates employed in public schools. Some of the findings were: (a) the greatest proportion of the graduates gave an above average rating to the objectives, goals and courses of the program, (b) the need to lengthen the period of student teaching was listed by the graduates the greatest number of times in their recommendations for improving the professional semester, and (c) the need for the general education courses in speech, mathematics, health and English composition was also listed by the graduates.[20]

A study similar to the previous two studies on industrial arts education programs was conducted by Leonard Edwards at Black Hills State College. A questionnaire was sent to 86 graduates from the years of 1960 through 1969. Ninety-two percent of the graduates responded to the questionnaire and the findings indicated deficiencies in terms of facilities, equipment, and

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[19]Kenneth Keith Gifford, Jr., An Evaluation of the Preparation of Industrial Arts Graduates of South Dakota University, U. S., Educational Resources Information Center, ERIC Document ED 040 281, 1970.

[20]Donald A. Weiner, Evaluation of the Industrial Arts Teacher Education Curriculum at Peru State College, U. S., Educational Resources Information Center, ERIC Document ED 055 192, 1971.

program offerings. Also, the graduates felt that more emphasis should be placed on modern industrial processes in all areas of the program. The graduates indicated that the areas of drafting, woodworking, and plastics were satisfactory while six other areas lacked adequate preparation.[21]

IV. PROCEDURES

The nature of this study required the following procedures regarding each of the three specific purposes of the study:

A. PURPOSE #1:

To identify the competencies developed in both areas of the program in order to develop a questionnaire for surveying the opinions of recent graduates concerning the effectiveness with which the program developed the competencies.

1. Members of the faculty were interviewed in order to identify the the competencies developed by each area of the program.
2. As a result of the interviews, a questionnaire was constructed for use in surveying the opinions of recent graduates concerning the effectiveness with which the program competencies were developed.

B. PURPOSE #2:

To administer the questionnaire to recent graduates in order to survey their opinions concerning the program's effectiveness as measured through the competencies.

1. Graduates of the Elementary Teacher-Media Librarian program from 1973 to 1975 were identified.
2. Questionnaires were sent to the 50 graduates with a cover letter

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[21]Leonard D. Edwards, An Evaluation of the Industrial Arts Teacher Education Program at Black Hills State College by Graduates, U. S., Educational Resources Information Center, ERIC Document ED 055 173, 1971.

that explained the purpose of the questionnaire (Appendix A, B, and C).

C. PURPOSE #3:

To analyze and report the results of the follow-up survey and make recommendations concerning the program based on the findings.

1. The data that were collected from the returned questionnaires were tabulated and placed in appropriate tables.
2. Descriptive statistics were used to determine from the data any apparent strengths or weaknesses in the program, and as a result of this procedure, judgements were made concerning program recommendations.

V. FINDINGS OF THE STUDY

The data presented in the following tables are a result of the questionnaires returned by 40 graduates of the Teacher-Media Librarian Program from 1973 to 1975. Since the questionnaires were sent to the 50 graduates of the program within this three year period, the data represents an 80 percent response to the questionnaire. This includes a return of 75 percent from the 1973 class, 80 percent from the 1974 class and 84 percent from the 1975 class.

Summarized in Tables 1, 3, and 5 are the data concerning the teacher education competencies that resulted from the responses to the questionnaire by the graduates of the 1973, 1974 and 1975 classes respectively. Tables 2, 4, and 6 present the summarized data for the graduates of the respective classes with regard to the media librarian competencies. The combined data from the respondents of all three graduating classes are summarized in Tables 7 and 8. Table 7 concerns the teacher education competencies and Table 8 concerns the media librarian competencies.

An analysis of the data was made by using the mean ratings for each

TABLE 1

RATINGS OF TEACHER EDUCATION COMPETENCIES BY THE 1973 GRADUATES OF THE TEACHER-MEDIA LIBRARIAN PROGRAM

COMPETENCIES	NUMBER AND PERCENTAGE OF ITEMS RATED "4"		"3"		"2"		"1"		MEAN RATING
	N	%	N	%	N	%	N	%	X
1 A	6	50	4	33.3	1	8.3	1	8.3	3.3
B	5	41.7	6	50	0	0	1	8.3	3.3
C	5	41.7	5	41.7	1	8.3	1	8.3	3.2
D	5	41.7	5	41.7	2	16.7	0	0	3.3
E	7	58.3	4	33.3	0	0	1	8.3	3.4
F	3	25	5	41.7	4	33.3	0	0	2.9
G	8	66.7	2	16.7	1	8.3	1	8.3	3.4
H	2	16.7	7	58.3	1	8.3	2	16.7	2.8
2	5	41.7	4	33.3	1	8.3	2	16.7	3.0
3	5	41.7	4	33.3	2	16.7	1	8.3	3.1

TABLE 2

RATINGS OF MEDIA LIBRARIAN COMPETENCIES BY THE 1973 GRADUATES OF THE TEACHER-MEDIA LIBRARIAN PROGRAM

COMPETENCIES	NUMBER AND PERCENTAGE OF ITEMS RATED "4"		"3"		"2"		"1"		MEAN RATING X
	N	%	N	%	N	%	N	%	
1 A	8	66.7	4	33.3	0	0	0	0	3.7
B	10	83.3	1	8.3	1	8.3	0	0	3.8
C	10	83.3	1	8.3	1	8.3	0	0	3.8
D	4	33.3	7	58.3	1	8.3	0	0	3.3
E	7	58.3	5	41.7	0	0	0	0	3.6
F	5	41.7	5	41.7	2	16.7	0	0	3.3
G	8	66.7	4	33.3	0	0	0	0	3.7
H	6	50	5	41.7	1	8.3	0	0	3.4
I	5	41.7	6	50	1	8.3	0	0	3.3
J	5	41.7	6	50	1	8.3	0	0	3.3
K	6	50	4	33.3	2	16.7	0	0	3.3
L	3	25	7	58.3	2	16.7	0	0	3.1
M	5	41.7	3	25	4	33.3	0	0	3.1
N	4	33.3	6	50	2	16.7	0	0	3.2
O	9	75	3	25	0	0	0	0	3.8
2	9	75	2	16.7	1	8.3	0	0	3.7
3	8	66.7	4	33.3	0	0	0	0	3.7

TABLE 3

RATINGS OF TEACHER EDUCATION EOMPETENCIES BY THE 1974 GRADUATES OF THE TEACHER-MEDIA LIBRARIAN PROGRAM

COMPETENCIES	NUMBER AND PERCENTAGE OF ITEMS RATED "4" N	"4" %	"3" N	"3" %	"2" N	"2" %	"1" N	"1" %	MEAN RATING X
1 A	5	41.7	7	58.3	0	0	0	0	3.4
B	4	33.3	6	50	2	16.7	0	0	3.2
C	3	25	9	75	0	0	0	0	3.3
D	3	25	3	25	5	41.7	1	8.3	2.7
E	6	50	5	41.7	1	8.3	0	0	3.4
F	2	16.7	7	58.3	3	25	0	0	2.9
G	6	50	3	25	2	16.7	1	8.3	3.2
H	3	25	6	50	3	25	0	0	3.0
2	4	33.3	7	58.3	1	8.3	0	0	3.3
3	6	50	5	41.7	1	8.3	0	0	3.4

TABLE 4

RATINGS OF MEDIA LIBRARIAN COMPETENCIES BY THE 1974 GRADUATES OF THE TEACHER-MEDIA LIBRARIAN PROGRAM

COMPETENCIES	NUMBER AND PERCENTAGE OF ITEMS RATED "4" N	"4" %	"3" N	"3" %	"2" N	"2" %	"1" N	"1" %	MEAN RATING X
1 A	8	66.7	4	33.3	0	0	0	0	3.7
B	5	41.7	6	50	1	8.3	0	0	3.3
C	6	50	6	50	0	0	0	0	3.5
D	5	41.7	3	25	3	25	1	8.3	3.0
E	6	50	5	41.7	1	8.3	0	0	3.4
F	4	33.3	6	50	2	16.7	0	0	3.2
G	6	50	5	41.7	1	8.3	0	0	3.4
H	4	33.3	4	33.3	3	25	1	8.3	2.9
I	5	41.7	5	41.7	1	8.3	1	8.3	3.2
J	7	58.3	4	33.3	1	8.3	0	0	3.5
K	6	50	5	41.7	1	8.3	0	0	3.4
L	1	8.3	6	50	2	16.7	3	25	2.4
M	6	50	4	33.3	2	16.7	0	0	3.3
N	3	25	4	33.3	4	33.3	1	8.3	2.8
O	9	75	3	25	0	0	0	0	3.8
2	5	41.7	7	58.3	0	0	0	0	3.4
3	6	50	5	41.7	1	8.3	0	0	3.4

TABLE 5

RATINGS OF TEACHER EDUCATION COMPETENCIES BY THE 1975 GRADUATES OF THE TEACHER-MEDIA LIBRARIAN PROGRAM

COMPETENCIES	NUMBER AND PERCENTAGE OF ITEMS RATED "4"		"3"		"2"		"1"		MEAN RATING X
	N	%	N	%	N	%	N	%	
1 A	10	62.5	5	31.3	1	6.3	0	0	3.6
B	6	37.5	7	43.8	3	18.8	0	0	3.2
C	5	31.3	9	56.3	2	12.5	0	0	3.2
D	7	43.8	8	50	1	6.3	0	0	3.4
E	13	81.3	3	18.8	0	0	0	0	3.8
F	2	12.5	12	75	2	12.5	0	0	3.0
G	11	68.8	5	31.3	0	0	0	0	3.7
H	5	31.3	5	31.3	6	37.5	0	0	2.9
2	8	50	8	50	0	0	0	0	3.5
3	9	56.3	7	43.8	0	0	0	0	3.7

TABLE 6

RATINGS OF MEDIA LIBRARIAN COMPETENCIES BY THE 1975 GRADUATES OF THE TEACHER-MEDIA LIBRARIAN PROGRAM

COMPETENCIES	NUMBER AND PERCENTAGE OF ITEMS RATED "4"		"3"		"2"		"1"		MEAN RATING X
	N	%	N	%	N	%	N	%	
1 A	13	81.3	3	18.8	0	0	0	0	3.8
B	13	81.3	2	12.5	0	0	1	6.3	3.7
C	12	75	2	12.5	1	6.3	1	6.3	3.6
D	11	68.8	5	31.3	0	0	0	0	3.7
E	11	68.8	3	18.8	1	6.3	1	6.3	3.5
F	12	75	2	12.5	1	6.3	1	6.3	3.7
G	10	62.5	6	37.5	0	0	0	0	3.6
H	6	37.5	8	50	1	6.3	1	6.3	3.2
I	10	62.5	5	31.3	1	6.3	0	0	3.6
J	10	62.5	5	31.3	1	6.3	0	0	3.6
K	11	68.8	4	25	0	0	1	6.3	3.6
L	4	25	6	37.5	4	25	2	12.5	2.6
M	12	75	2	12.5	1	6.3	1	6.3	3.6
N	5	31.3	10	62.5	1	6.3	0	0	3.3
O	11	68.8	5	31.3	0	0	0	0	3.7
2	12	75	4	25	0	0	0	0	3.8
3	12	75	4	25	0	0	0	0	3.8

TABLE 7

COMBINED RATINGS OF TEACHER EDUCATION COMPETENCIES BY THE 1973-1975 GRADUATES OF THE TEACHER-MEDIA LIBRARIAN PROGRAM

COMPETENCIES	NUMBER AND PERCENTAGE OF ITEMS RATED "4"		"3"		"2"		"1"		MEAN RATING X
	N	%	N	%	N	%	N	%	
1 A	21	52.5	16	40	2	5.0	1	2.5	3.4
B	15	37.5	19	47.5	5	12.5	1	2.5	3.2
C	13	32.5	23	57.5	3	7.5	1	2.5	3.2
D	15	37.5	16	40	8	20	1	2.5	3.1
E	26	65	12	30	1	2.5	1	2.5	3.6
F	7	17.5	24	60	9	22.5	0	0	2.9
G	25	62.5	10	25	3	7.5	2	5.0	3.5
H	10	25	18	45	10	25	2	5.0	2.9
2	17	42.5	19	47.5	2	5.0	2	5.0	3.3
3	20	50	16	40	3	7.5	1	2.5	3.4

TABLE 8

COMBINED RATINGS OF MEDIA LIBRARIAN COMPETENCIES BY THE 1973-1975 GRADUATES OF THE TEACHER-MEDIA LIBRARIAN PROGRAM

COMPETENCIES	NUMBER AND PERCENTAGE OF ITEMS RATED "4" N	"4" %	"3" N	"3" %	"2" N	"2" %	"1" N	"1" %	MEAN RATING X
1 A	29	72.5	11	27.5	0	0	0	0	3.7
B	28	70	9	22.5	2	5.0	1	2.5	3.6
C	28	70	9	22.5	2	5.0	1	2.5	3.6
D	20	50	15	37.5	4	10	1	2.5	3.4
E	24	60	13	32.5	2	5.0	1	2.5	3.5
F	21	52.5	13	32.5	5	12.5	1	2.5	3.4
G	24	60	15	37.5	1	2.5	0	0	3.6
H	16	40	17	42.5	5	12.5	2	5.0	3.2
I	20	50	16	40	3	7.5	1	2.5	3.4
J	22	55	15	37.5	3	7.5	0	0	3.5
K	23	57.5	13	32.5	3	7.5	1	2.5	3.5
L	8	20	19	47.5	8	20	5	12.5	2.8
M	23	57.5	9	22.5	7	17.5	1	2.5	3.4
N	12	30	20	50	7	17.5	1	2.5	3.1
O	29	72.5	11	27.5	0	0	0	0	3.7
2	26	65	13	32.5	1	2.5	0	0	3.6
3	26	65	13	32.5	1	2.5	0	0	3.6

competency. This rating, which appears in the extreme right hand column of each table, was considered to be acceptable when the mean was 3 or above. A mean rating below 3 was considered to be an indication of a weakness for the particular competency with respect to the effectiveness with which it had been developed to meet the needs of the graduates. Any competency with a mean rating of 3.5 or above was considered to be an area of great strength within the program.

The analysis of the data indicated the following:

A. The responding graduates from the class of 1973 (Table 1) indicated weaknesses for the teacher education competencies in (1) evaluating student growth and (2) dealing with the psychological aspects of the teaching-learning process. The mean ratings for these competencies were 2.9 and 2.8 respectively. Acceptable ratings were given to all of the other competencies by the 1973 graduates.

B. The 1974 graduates (Table 3) indicated weaknesses in the teacher education competencies in (1) using the principles of group and classroom leadership and (2) evaluating student growth. The respective mean ratings for these competencies were 2.7 and 2.9. Acceptable ratings were given to all of the other competencies by these graduates.

C. Graduates of the 1975 class (Table 5) gave a mean rating of 2.9 to the teacher education competency of dealing with the psychological aspects of the teaching-learning process. These graduates rated all the other competencies as acceptable.

D. The combined ratings of the graduates of all three classes (Table 7) indicated weaknesses in the teacher education competencies of (1) evaluating student growth and (2) dealing with the psychological aspects of

the teaching-learning process. Both of these competencies received a mean rating of 2.9. The collective mean ratings of all the graduates were acceptable for all the other teacher education competencies.

E. All of the media librarian competencies received acceptable ratings from the graduates of 1973 (Table 2). The mean ratings for the competencies ranged from 3.1 to 3.8.

F. Three media librarian competencies were indicated to be weak according to the mean ratings by the graduates of the 1974 class (Table 4). These competencies included (1) ordering and processing new materials and equipment, (2) developing and handling budget functions and (3) handling public relations with other library and media professionals. The respective mean ratings for these competencies were 2.9, 2.4 and 2.8. All of the other competencies received acceptable ratings from these graduates.

G. The graduates from the class of 1975 (Table 6) indicated a weakness in the media librarian competency of developing and handling budget functions. The mean rating for this competency was 2.6. Acceptable ratings were given to all the other competencies by these graduates.

H. The combined ratings of the media librarian competencies by the graduates of all three classes (Table 8) indicated a mean rating of 2.8 for the competency of developing and handling budget functions. This was the only competency that was indicated as having a weakness by all the graduates combined. The other competencies were rated acceptable with a mean rating range from 3.1 to 3.7.

VI. CONCLUSIONS AND RECOMMENDATIONS

The following conclusions were judged to be supported by the findings

of the study

A. The teacher education competencies of the program received acceptable ratings overall. However, weaknesses exist with regard to the following competencies:

   1. Evaluating student growth
   2. Dealing with the psychological aspects of the teaching-learning process

B. The weakness indicated by the 1974 graduates for the teacher education competency of using the principles of group and classroom leadership apparently has been corrected. This competency received an acceptable rating by the 1975 graduates and by the graduates collectively.

C. Although all the other teacher education competencies received acceptable ratings, it appears that the greatest strength of the program lies with the following competencies:

   1. Planning and executing the instructional process
   2. Selecting, producing and utilizing instructional materials and equipment for improving teaching

D. The media librarian competencies of the program also received acceptable ratings overall. The 1973 graduates indicated no weaknesses in the development of the competencies. However, the 1974 and 1975 graduates and all of the graduates collectively indicated a weakness in the media librarian competency of developing and handling budget functions.

E. Since 1974, corrections apparently have been made for the development of the media librarian competencies of (1) ordering and processing new materials and equipment and (2) handling public relations with other library and media professionals. The 1974 graduates indicated weaknesses

in these competencies, but the 1975 graduates and the graduates of all classes combined gave these competencies acceptable ratings.

F. All of the other media librarian competencies received acceptable ratings with the following competencies showing great strength according to the mean ratings of all classes combined:

1. Working with children and young adults in libraries and media centers
2. Presenting picture books and telling stories to children
3. Giving instruction on library and/or media center utilization to individuals or groups
4. Preparing useful bibliographies
5. Administering procedures in the circulation of library and/or media materials
6. Selecting and cataloging new materials
7. Administering the library and/or media center
8. Understanding the philosophy and functions of the library and/or media center

G. Although some weaknesses were indicated by the graduates of the respective classes and by the graduates of all classes collectively, in all cases, the ratings of both areas of the Teacher-Media Librarian Program were favorable with an overall mean rating of 3.5.

H. According to Part 3 of each section of the questionnaire, the graduates felt that both areas of the program more than adequately prepared them with the competencies necessary to be a teacher and a media librarian.

In order to improve the program by correcting the weaknesses as indicated by the findings of the study, it is recommended that:

A. The course entitled "Child Growth and Learning" provide future students with exposure to content and experience in the area of tests and measurements. This exposure should strengthen the graduates' competencies in evaluating student growth when they begin teaching. Also, experience in evaluating student growth should be provided within the junior and senior year student teaching programs.

B. The "Child Growth and Learning" course also help the students develop experience in and an understanding of the psychological aspects of the teaching-learning process. This should also become an area of emphasis within the student teaching programs.

C. The course entitled "Administration of Libraries and Media Resource Centers" provide future students with experience in the competency of developing and handling budget functions. This competency should also become an area of emphasis within the Media Librarian Internship Program.

TRENTON STATE COLLEGE

March 8, 1976

Dear Graduate:

The Department of Media Communication Science of Trenton State College is in the process of evaluating its teacher-media librarian program by surveying its recent graduates in order to acquire information which will assist the faculty in making improvements in the program.

The most important aspect of this evaluation is the assessment made by our graduates. Therefore, we will be most grateful if you will take a few minutes to complete the questionnaire that is enclosed.

Please return your completed questionnaire in the enclosed self-addressed envelope by March 18, 1976.

Thank you in advance for your cooperation in this matter.

Very truly yours,

Francis A. Romano, Jr.

Francis A. Romano, Jr.
Associate Professor
Department of Media
Communication Science

Trenton State College, Trenton, New Jersey 08625

QUESTIONNAIRE

TEACHER-MEDIA LIBRARIAN PROGRAM EVALUATION

Department of Media Communication Science

Trenton State College

DIRECTIONS: The questionnaire is composed of a section devoted to teacher competencies and a section devoted to media librarian competencies. Please indicate your view regarding the competencies in each section by checking the blank that represents your view according to the following scale: 4=strongly agree
3=mildly agree
2=mildly disagree
1=strongly disagree

TEACHER EDUCATION SECTION	4	3	2	1
1. My college program in elementary teaching has provided me with the competencies necessary for				
a. developing and teaching subject matter content.	____	____	____	____
b. dealing with the growth and development of children.	____	____	____	____
c. guiding the intellectual growth and understanding of children.	____	____	____	____
d. using the principles of group and classroom leadership.	____	____	____	____
e. planning and executing the instructional process.	____	____	____	____
f. evaluating student growth.	____	____	____	____
g. selecting, producing and utilizing instructional materials and equipment for improving teaching.	____	____	____	____
h. dealing with the psychological aspects of the teaching-learning process.	____	____	____	____
2. My college program in elementary teaching has fostered a sense of confidence within me for making independent professional judgements.	____	____	____	____
3. Generally, my college program has adequately prepared me with the competencies necessary to be an elementary school teacher.	____	____	____	____

MEDIA-LIBRARIAN SECTION	4	3	2	1
1. My college program of media-librarian has provided me with the competencies necessary for				
a. working with children and young adults in libraries and media centers.	____	____	____	____
b. presenting picture books and telling stories to children.	____	____	____	____
c. giving instruction on library and/or media center utilization to individuals or groups.	____	____	____	____
d. working with faculty and administrators.	____	____	____	____
e. preparing useful bibliographies.	____	____	____	____
f. giving book talks.	____	____	____	____
g. administering procedures in the circulation of library and/or media materials.	____	____	____	____
h. ordering and processing new materials and equipment.	____	____	____	____
i. handling and operating appropriate library and/or media equipment.	____	____	____	____
j. selecting and cataloging new materials.	____	____	____	____
k. administering the library and/or media center.	____	____	____	____
l. developing and handling budget functions.	____	____	____	____
m. preparing displays.	____	____	____	____
n. handling public relations with other library and media professionals.	____	____	____	____
o. understanding the philosophy and functions of the library and/or media center.	____	____	____	____
2. My college program of media librarian has fostered a sense of confidence within me for making independent professional judgements.	____	____	____	____
3. Generally, my college program has adequately prepared me with the competencies necessary to be a media librarian.	____	____	____	____

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